

Unit One: Identifying Your Learning Goals

Hotel TEACH Lesson Plan
Unit 1, Lesson 1

Introducing Yourself

Objective

Sts introduce themselves according to the audience, using either a formal or an informal register.

EFF Skill Sets	Speak so Others Can Understand: Organize and relay information to effectively serve the purpose, context and listener.
Industry Skill Sets	Communicate with Others

Activity 1: Analyzing Self-Introductions

T starts the class by introducing him/herself using the following format:

Good morning! My name is xxx. I'm an ESL teacher. I've been working at LaGuardia since -----.

T asks class to stand up and get in a circle so everyone can see and hear each other; they will go around the circle and introduce themselves in a similar way. T models the introduction again and asks Sts to go around the circle.

T asks Sts to brainstorm some of the characteristics of a good introduction. T writes them on the board.

Speak loudly; pronounce your name clearly; make eye contact; smile; shake hands; use a positive forward motion, etc.

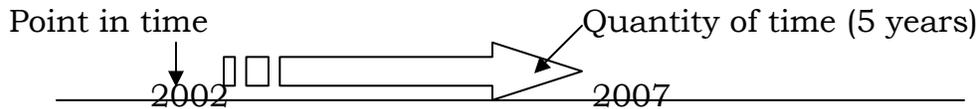
T asks Sts to watch again, and models the introduction again, in a less effective fashion (looking down; reading from a piece of paper; mumbling, etc.), and elicits from Sts the differences between the two performances and asks Sts:

*Do you speak differently to your co-workers, supervisors and guests?
Why? What are some differences?*

Now T asks Sts to go around the room again and pretend that they are all supervisors and to introduce themselves. T listens carefully to pronunciation to check that the names are pronounced clearly and that the Sts introduce themselves using correct forms. ("I am a housekeeper" and not "I housekeeper," "I'm housekeeping," etc.) T highlights some of the common mistakes on the board.

T may also use this time to go over "since" and "for":

I have worked at LaGuardia for 5 years. (quantity of time)
I have worked at LaGuardia since 2002. (point in time)



Activity 2: Formal and Informal Register

T takes a piece of crumpled paper to use as a ball. Sts stand in a circle, and T tells Sts that this will be a game to review their names and information. T tosses the paper ball to a St and asks class:

T: What's her name?

Class: Her name is Alice.

Alice (S1) tosses the ball to another classmate (S2).

S1: What's his name?

Class: His name is Juan.

S2 (tosses ball): What's her name?

Class: Her name is

Game continues until all Sts get a chance to ask and respond. T can interject with correct pronunciation, or can offer correction if a St says, "What his name?" instead of "What's his name?" When the class has finished the first round, T can vary the questions so as to review their names, work, how long they've worked, etc.

Sts can ask new questions to quiz each other, such as...

What's his job?

Where's he from?

The T then asks Sts:

Which activity was more formal — Activity 1, when we were in the circle, or Activity 2, when we tossed the ball?

Why were they different? Answer: Activity 1 was for supervisors, but in Activity 2 we were more relaxed and getting to know each other.

T tells Sts that in these activities we changed "register" and that in this course we will be thinking about "register" and when to use it. It is part of the customer service we provide not only for the guests but for everyone we work with, including co-workers and guests.

T again asks for feedback and also notes any common pronunciation or grammatical errors heard during the ball toss exercise. T may do a choral oral repetition of the corrected version of common errors, or point out the error and have students correct it. For example, "His name is Jose Ramos." [*"Hiz name iz Jose Ramos."*]

Extension Activity

Sts go to <http://mthomsen1776.podomatic.com/> and do a dictation by listening to the podcast: Spelling Guests' Names. Sts may also download the podcast to their Mp3 players and listen as many times as they wish.

Teacher Notes

I usually approach the first week in a diagnostic mode and tell the students that it will include a variety of communication exercises so I can see what their needs are. This first-day activity is pretty simple, but you will get a lot of information about the students, not only their control of grammar and pronunciation but also their learning styles.

I use the second activity use more than once in the beginning of a course to see if students are listening to each other, as one of the skills in learning a language is the ability to remember. When learning English, we remember a lot of vocabulary, and knowing a classmate's name not only is polite but creates a supportive learning atmosphere. In the hotel, it is important to use the guests' names. It takes concentration, and in the past I remember many times being introduced to someone and immediately forgetting his/her name. It is embarrassing. You may also want to follow up with polite ways to re-ask someone his/her name. *My name is Melinda, and yours is ...?* There are some cultural ways we avoid asking straight out, *What is your name again?* If your class is at a higher level, these cultural nuances are very important for you to introduce if you feel the Sts have a fairly good control of basic introductions.

Non-incumbent Sts will need to remember names of interviewers, placement counselors, networking contacts, etc. So, besides remembering guests' names, they will need to remember a lot of names when they first start working at a hotel. Make sure they do the extension activity for this lesson. It will be very helpful for them. You may want to tell them the importance of asking for a business card after an interview. Using names will be reinforced throughout the course, especially when you are doing phone work in Unit 4.

Hotel TEACH Lesson Plan
Unit 1, Lesson 2

Career Counseling: Identifying Barriers and Strengths

Objectives:

Students will identify their individual strengths and internal and external barriers to their success.

EFF Standards	Take Responsibility for Learning: Identify own strengths and weaknesses as a learner, and seek out opportunities for learning that help build self-concept as a learner.
Industry Standards	Learn, Develop, Adapt to Change

Activity 1

T opens up lesson with an icebreaker activity:

“You have to go to a deserted island for six months. You are only able to take three things with you.”

Explain to the Sts that these things can be physical objects or people that they would like to take along. As students give their responses, T writes them on the board. (T can also make connections between Sts in the class based on similar or opposite choices.)

T elicits discussion by asking Sts:

“Why did you make these selections?” (Follow up: *“Why did you bring your children? Why did you choose to bring this item? How does it make you feel?”*)

Sample response: It helps me to cope, helps me to relax and enjoy myself.

T comments on how Sts’ choices demonstrate their ability to plan, survive, take care of themselves or keep loved ones close to them. These are examples of the Sts’ **strengths**.

T asks Sts to describe what a **strength** is, to ensure comprehension.

A strength is an ability that you have to do something well. It is also the personal power that we have to make things happen and to resist stress or strain. The personal quality of being emotionally, mentally and physically strong; a source of support.

T asks Sts:

“What are other examples of personal strengths?” (Examples: people to rely on and give them support, the ability to identify what they would need to survive, faith, hope, optimism, etc.)

Activity 2: Story on Strengths and Barriers

T breaks class into groups of 2 to 4 and gives them Handout 1 to read in their groups. Sts are then asked to answer the reflection questions (Handout 2) collectively.

Activity 3: Review Strengths and Barriers

When Sts complete their group work, T reviews the answers the Sts came up with. T then asks Sts, based on the story and their answers, to:

Define “barriers”.

Can they identify with Edgar’s barriers?

Do they have other examples of barriers that stand in their way?

As Sts call out answers, T writes them on the board.

Sample definition of “barriers”:

Barriers are things that get in the way of something you want to do. They act as walls that stand in front of you. Barriers hold you back from doing something that you want or need to do. Examples of barriers: self-defeating thoughts like “I am too old to change,” “I am too busy,” “This is too hard.” Barriers can also be challenges, such as not having money to take a train, not having someone to take care of your children, needing to move out of your home, etc.

T then asks Sts:

“What strengths do you have that can help you overcome these barriers? What are some things that make you feel strong, that help you resist stress?”

As Sts call out their strengths, write them in a column next to the Sts’ barriers.

Examples of strengths:

Positive attitude, family support, past successes, motivation, personal values, power to choose, education, belief in oneself.

Journal Exercise

Teacher asks Sts to write their barriers and strengths in their journals; next to each barrier, they should write the strength they have that will help overcome this challenge.

Teacher Tips

A variation on this lesson could be to pair Sts and have them talk to one another about their strengths. Instruct Sts to each take 5 minutes to speak about a personal strength that they have used on the job. T can give Sts examples of job strengths to guide them in their choices, such as

“I am organized. I am honest. I pay attention to details. I am responsible. I am a good listener. I communicate well. I work hard. I am a team player.”

Have Sts choose two strengths that they can identify with and talk to their partners about why they chose this strength and give an example of when they used this strength on the job.

This exercise is good preparation for interview skills, as it helps Sts answer the question “What are your strengths?”

If Sts have trouble thinking of a strength that they have, instruct them to take time to think about it. Ask them what the strengths are that they see in other people and would like to have.

Edgar's Story

"It is time to make a change," Edgar thought. He had been working as a maintenance man at the Hotel Palladia for the past 10 years, and he wanted to do a different job. Edgar liked working with people and was very patient. He thought about applying for a position at the hotel's Help Desk. This is where customers call to ask questions about their room service or complain if something is not working.

Edgar knew that he would like to be working at a desk, since he was tired from being on his feet all day, but how could he do this job if he was working in the Maintenance department for so long? Wasn't he too old to change his job? Edgar thought that he would have trouble learning the phone system and all the new responsibilities of the Help Desk. He would also have to take classes to improve his English so he could communicate better. Edgar felt nervous because of all the problems he would have to face.

He was talking with his friend Paul at work one day. "I really want to work at the Help Desk, but I don't think I can do it. It's like there is a big brick wall in front of me and I can't get around it," Edgar said to his friend.

"But Edgar," said Paul, "you are not too old. Plus, you have lots of experience on how this hotel works and could help people with their questions. If you believe in yourself, you can do anything you want to."

Edgar knew this was true. He could do the job. He was a hard worker, and he enjoyed talking to people. His employer had been happy with him and would give him a good recommendation. Other people had done it, and so could he. He would not let his fears stand in his way.

"Maybe I *can* do it," Edgar thought. "I'll start by picking up an



application."

Unit 1, Lesson 2: Handout 2

QUESTIONS ABOUT THE STORY

1. What are some barriers or problems that Edgar thinks will stop him from working at the Help Desk?

2. What are some of Edgar's strengths?

3. What thoughts does Edgar have to change?

4. What does Edgar plan to do first?

5. What are some other things that Edgar can do to help him get the job?

Hotel TEACH Lesson Plan
Unit 1, Lesson 3A

What You Know and What You Need to Learn

Objectives:

Identifying the different ways in which students can learn at the workplace.

EFF Skill Sets	Take Responsibility for Learning: Establish learning goals that are based on an understanding of one’s own current and future learning needs.
Industry Skill Sets	Learn, Develop, Adapt to Change

Activity 1: Self-Assessment & Identifying Areas for Improvement

T asks Sts to brainstorm interactions that they have in English at the hotel. T notes them on the board.

*Whom do you talk to? What topics do you talk about?
 What information do you give? What information do you receive?
 Which interactions are the most difficult for you?*

T hands Sts the “Hotel Skills Checklist” handout (Handout 2) and asks them to individually rate their comfort level in doing these tasks in English, making notes as to why the tasks are easier or more difficult.

Activity 2: Vocabulary Review

T passes out one set of Verb Flashcards (Handout 1) to each small group of 3 or 4. Sts take turns drawing a card from the pile and then explain the verb to their group. After they have discussed the verbs, each group thinks of an example of how they might use the verbs at work. T asks Sts to write their examples for numbers 1-12 on the board. If the Sts don’t know a verb, let them use an English-Spanish dictionary to check.

Activity 3: Industry Skills Checklist

T passes out Handout 2 and asks Sts to select and read together the Industry Skills. Afterward, Sts rate their comfort level with all 12 skills on a scale of 1-5. When they finish, Sts select their top 3 priorities or say what is their most important goal out of all 12. While Sts are thinking about their work skills, T posts flip chart pages around the room with each of the 12 skills. When Sts are finished with their surveys, T gives Sts a set of 3 Post-its. Sts are to write their names on the Post-its and put them under the skills that are their priorities. T and the class look at the Post-its to see which ones have gotten the most names, and class discusses why Sts chose which topics or if there are any surprises. T

collects surveys and makes two copies, one for the Sts and the other for reference.

Activity 4: Field Trip (for non-incumbent students)

T passes out a list of hotels in the area (see sample list, Handout 3) and tells Sts that they need to visit a hotel and pick up a brochure for their homework. They may choose any hotel and visit more than one if they'd like. T asks Sts:

How would you ask someone for an application or information at the hotel? Whom would you ask?

T has Sts practice in class before going to the hotels. The dialogues may be something like this:

Situation #1

Student: Good afternoon. I'm looking for a job. How do I get an application?

Doorman: Yes, of course. Human Resources is on the fifth floor. Take the elevators to your right.

Student: Thank you very much.

Situation #2

Student: Good afternoon. I'm looking for a job. How do I get an application?

Doorman: I'm sorry but we don't have applications here. You have to apply online.

Student: OK. Thank you. Do you have a brochure with the website on it?

Doorman: Yes, it's right over there at the information desk.

Student: Thank you.

Homework

T asks Sts to write their number-one priority skill on the first page of their Learning Journal and explain why it is important for them. Sts will then use this information to make a recording of themselves, talking about their priority. In language lab, Sts record their number-one priority. Sts save their recordings, and T collects them from all the Sts.

Materials:

12 pieces of flip chart paper or newsprint, Post-its — 3 for each student. A list of area hotels (for non-incumbent students).

Teacher Tips

This lesson will give T information on what Sts want to learn. I found that many Sts wanted to improve on skills number 1 and 2, but many also chose numbers 11 and 12. It is important to revisit these surveys to make sure you spend time on areas the students want to work on. For example, if many selected numbers 11 and 12, you may want to focus more on Units 7 and 8 during the course. At the end of the term, pass out the surveys again (clean copies) and have Sts fill them out again. I

also had them listen to their first recordings on their priorities. They were surprised as to how they had sounded in the beginning. One St said, “Oh, I can’t believe my number-one priority was to greet the guests. That’s so easy. I do it all the time now.”

If you have non-incumbents, get them out visiting hotels as soon as possible. Start them off by going to a hotel in their neighborhood, or one they would like to work at, to pick up a brochure. Let them see that the people working there are like themselves. Hotels in New York can be intimidating, but if they go in, take a look at the people working there and just chat a little with a doorman, it will break the ice. People will be polite, as “hospitality” is their job. Two of my Sts enjoyed the activity so much that they went to four hotels in one afternoon, including the Four Seasons and Waldorf Astoria. They came back with brochures and information on how to apply for jobs.

Unit 1, Lesson 3: Handout 1

Verb Flashcards

Directions: Take a verb from the pile and explain it to your group.

1. greet	2. welcome
3. interact	4. meet
5. provide	6. understand
7. resolve	8. explain
9. follow	10. give
11. interview	12. move on
13. rate	14. ask

Unit 1, Lesson 3: Handout 2

Name: _____

Date: _____

Checklist of Hotel Industry Skills
Project Hotel TEACH

How would you rate your ability to do the following using English?
(1 =poor, 2 = not good, 3 = so-so, 4= good, 5 = very good)

1. Greet guests at the hotel and welcome them.
2. Interact appropriately with guests when you meet them in the hotel or when you provide services to them.
3. Understand common guest problems and resolve them in face-to-face communication.
4. Understand common guest problems and resolve them over the phone.
5. Explain a problem to a supervisor or co-worker and ask for assistance in solving a problem.
6. Explain hotel services to guests.
7. Provide travel directions to guests who ask for them.
8. Follow procedures and directions explained to you by a co-worker or supervisor.
9. Explain procedures to a co-worker.
10. Give information clearly so others can continue working on a problem.
11. Interview for a position of greater responsibility.
12. Move on to a position of greater authority.

Unit 1. Lesson 3: Handout 3

New York City Hotels

(Sample List)

<u>The Pierre New York, A Taj Hotel</u>	★★★★★	New York
<u>Four Seasons New York</u>	★★★★★	Midtown East
<u>Hotel Plaza Athenee</u>	★★★★★	Upper East Side
<u>St Regis Hotel New York</u>	★★★★★	Midtown East
<u>Mandarin Oriental New York</u>	★★★★★	Midtown West
<u>The Carlyle, A Rosewood Hotel</u>	★★★★★	Upper East Side
<u>The Mark, New York</u>	★★★★★	Upper East Side
<u>The New York Palace</u>	★★★★★	Midtown East
<u>The Peninsula New York</u>	★★★★★	Midtown East
<u>The Waldorf Towers, A Conrad Hotel</u>	★★★★★	Midtown East
<u>Trump International Hotel Tower</u>	★★★★★	Midtown West
<u>60 Thompson</u>	★★★★★	New York
<u>Loews Regency Hotel</u>	★★★★★	Upper East Side
<u>Mercer Hotel</u>	★★★★★	SoHo
<u>The Lowell</u>	★★★★★	Upper East Side
<u>Hotel Elysee</u>	★★★★☆	Midtown East
<u>The Kimberly Hotel</u>	★★★★☆	Midtown East
<u>70 Park Avenue — A Kimpton Hotel</u>	★★★★☆	Murray Hill
<u>Buckingham Hotel</u>	★★★★☆	New York
<u>City Club Hotel</u>	★★★★☆	Midtown West
<u>Hotel Gansevoort</u>	★★★★☆	Meatpacking District
<u>Jumeirah Essex House On Central Park</u>	★★★★☆	Midtown West
<u>Kitano New York Hotel</u>	★★★★☆	Murray Hill
<u>Korman Communities NYC</u>	★★★★☆	New York
<u>Le Parker Meridien New York</u>	★★★★☆	Midtown West
<u>Manhattan Club</u>	★★★★☆	New York
<u>Millenium Hilton</u>	★★★★☆	Financial District
<u>Omni Berkshire Place</u>	★★★★☆	Midtown East
<u>Renaissance New York Hotel Times Square</u>	★★★★☆	Midtown West
<u>Royalton</u>	★★★★☆	Midtown West
<u>San Carlos Hotel</u>	★★★★☆	Midtown East
<u>Sofitel New York</u>	★★★★☆	Midtown West
<u>Soho Grand Hotel</u>	★★★★☆	SOHO
<u>The Alex</u>	★★★★☆	Midtown East
<u>The Bryant Park Hotel</u>	★★★★☆	Midtown West
<u>The Maritime Hotel</u>	★★★★☆	Chelsea
<u>The Michelangelo Hotel</u>	★★★★☆	Midtown West
<u>The Waldorf Astoria</u>	★★★★☆	Midtown East
<u>Tribeca Grand Hotel</u>	★★★★☆	Tribeca

<u>W Hotel Tuscany New York</u>	★★★★☆	Murray Hill
<u>W New York — The Court</u>	★★★★☆	Murray Hill
<u>W New York Times Square</u>	★★★★☆	Midtown West
<u>W New York Union Square</u>	★★★★☆	Gramercy
<u>Westin New York Times Square</u>	★★★★☆	Midtown West
<u>Affinia Gardens</u>	★★★★☆	Upper East Side
<u>Affinia Manhattan</u>	★★★★☆	Garment District
<u>Algonquin</u>	★★★★☆	Midtown West
<u>Carnegie Hotel</u>	★★★★☆	Midtown West
<u>Crowne Plaza At The United Nations</u>	★★★★☆	New York
<u>Doubletree Guest Suites Times Square NYC</u>	★★★★☆	Midtown West
<u>Doubletree Metropolitan Hotel</u>	★★★★☆	Midtown East
<u>Embassy Suites Hotel New York City</u>	★★★★☆	Battery Park
<u>Fitzpatrick Grand Central Hotel</u>	★★★★☆	Midtown East
<u>Fitzpatrick Manhattan Hotel</u>	★★★★☆	Midtown East
<u>Flatotel</u>	★★★★☆	Midtown West
<u>Grand Hyatt New York</u>	★★★★☆	Midtown East
<u>Hilton Garden Inn Times Square</u>	★★★★☆	Midtown West
<u>Hilton New York</u>	★★★★☆	Midtown West
<u>Hilton Times Square</u>	★★★★☆	Midtown West
<u>Hotel On Rivington</u>	★★★★☆	Lower East Side
<u>Hotel Wales</u>	★★★★☆	Upper East Side
<u>Hudson</u>	★★★★☆	Midtown West
<u>Jolly Madison Towers</u>	★★★★☆	Murray Hill
<u>Marriott Eastside</u>	★★★★☆	Midtown East
<u>Marriott NYC Brooklyn Bridge</u>	★★★★☆	Brooklyn
<u>Millennium Broadway Hotel — Times Square</u>	★★★★☆	Midtown West
<u>Millennium UN Plaza New York</u>	★★★★☆	Midtown East
<u>Morgans</u>	★★★★☆	Midtown East
<u>New York Helmsley</u>	★★★★☆	Midtown East
<u>New York Marriott Financial Center</u>	★★★★☆	Financial District
<u>New York Marriott Marquis Times Square</u>	★★★★☆	Midtown West
<u>Rockefeller Center Hotel</u>	★★★★☆	New York
<u>Sheraton New York Hotel And Towers</u>	★★★★☆	Midtown West
<u>The Blakely New York</u>	★★★★☆	Midtown West
<u>The Helmsley Carlton House</u>	★★★★☆	Upper East Side
<u>The Helmsley Park Lane</u>	★★★★☆	Midtown East
<u>The Surrey</u>	★★★★☆	Upper East Side
<u>The Time Hotel</u>	★★★★☆	Midtown West
<u>The Warwick New York</u>	★★★★☆	Midtown West
<u>W Hotel New York</u>	★★★★☆	Midtown East

Hotel TEACH Lesson Plan
Unit 1, Lesson 3B

Strategies for Learning Outside of Class

Objectives

Sts will identify the different ways in which they can learn at the workplace.

EFF Skill Sets	Take Responsibility for Learning: Become familiar with a range of learning strategies to acquire or retain knowledge.
Industry Skill Sets	Learn, Develop, Adapt to Change

Activity 1: Learning outside the classroom

T lists common skills on the board and asks Sts to brainstorm on (1) whether they have these skills and (2) ways in which they learned their current skills.

Examples:

Riding a bicycle.

Speaking English.

How to drive a car.

How to take the subway.

Cooking their favorite recipe.

Reading in your language.

T asks follow-up questions to highlight different learning styles:

Did you learn from a book? Did you learn by just doing it?

Did you learn by watching someone do it?

T elicits a list of learning activities that can happen **in** class and learning activities that can happen **outside** class.

e.g.: Observe someone doing something well or not well; take notes; write down examples of what you need to learn; ask questions of experts on that topic; practice what you have observed.

Activity 2

Sts observe and describe someone outside of class using a skill that they want to improve on. If Sts want to greet the guests and welcome them to the hotel (from Unit 1, Lesson 2), have them watch a co-worker who does it well. Sts take specific notes on what they have learned and report back to class. Class offers ideas on how to learn more; maybe Sts can practice the greetings they heard by saying “Good afternoon” or “Good evening” when they arrive in class each day.

For non-incumbents, Sts report on the hotels they visited and pass out the brochures (see Unit 1, Lesson 3). Sts talk about what they learned from the hotels they visited.

What kind of people worked there?

Did they feel comfortable speaking with them?

Where is the hotel located?

Would they want to apply for a job there?

Extension Activity:

Interview someone who has a job that you would like to learn to do. Report back to class. Sts use the format like that from self-introductions in Unit 1, Lesson 1. Tell the class the person's name, how long he/she has worked at the hotel, what the person does, etc.

Teacher Tips:

Sts can also write their observations in their learning journal. I found it very helpful to give students a weekly assignment and collect the journals every two weeks. Here are some topic suggestions:

Topic 1 – Describe a person you admire.

Topic 2 – Describe a typical day.

Topic 3 – Talk about a time you provided excellent customer service.

Topic 4 – Talk about a time you were a leader in the community or at work.

Topic 5 – Talk about what you have learned in class and what you use at work.

What suggestions do you have for things to study in class, so you can use them at work?

Topic 6 – Observe people at work who provide excellent customer service and exceed expectations.

Topic 7 – Interview someone at work who has a career that you would like; make sure to ask the following questions:

1) How did the person find the job?

2) What skills does the person use on the job?

3) What training or education is necessary for the job?

4) What advice or suggestions can the person give you about getting a job like this?

Hotel TEACH Lesson Plan
Unit 1, Lesson 4A

Daily Work Routines

Objective:

Sts familiarize themselves with hotel vocabulary and job responsibilities by reviewing language needed to discuss the daily routines of hotel workers.

EFF Skill Sets	Speak so Others Can Understand: Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listeners' comprehension
Industry Skill Sets	Communicate with Others

Activity 1: Brainstorming Tasks as a Class

T introduces Sts to a typical hotel worker, Barbara, by using a photo from a magazine or a drawing on the board. T asks Sts a series of questions to brainstorm as a class the tasks Barbara does on a daily basis. T should guide the Sts toward present tense verbs normally used to describe hotel workers' tasks, i.e.:

She punches in. She preps her cart and refills the cleaning supplies. She puts on her uniform. She gets a copy of the call sheet of rooms to be cleaned, etc.

T asks Sts to volunteer to write these notes on the board next to the worker's picture.

Examples of brainstorming questions:

What is her job in the hotel?

What time does she start/ finish work?

What is the first thing she does when she arrives?

What prep work does she do right before her shift or at the start of her shift?

What different tasks does she do during the day?

What "clean-up" work does she do at the end of her shift?

Activity 2: Brainstorming Tasks in Small Groups

T asks Sts to break into 6 small groups and brainstorm the daily tasks of a different kind of hotel worker. (Cut up Handout 1 and give one occupation to each group.) Sts may wish to use bilingual dictionaries for unfamiliar vocabulary, or the T can mingle around to provide lexical input.

Small groups write their notes on a large piece of newsprint and present their daily tasks to the other groups while hanging the newsprint on the wall.

T passes around a list of tasks for each profession and asks Sts to check the lists. Are any lists missing important tasks?

For further information on hospitality jobs and careers, go to <http://www.careervoyages.gov/hospitality-main.cfm> and click on “In demand occupations.”

Activity 3: Person and Activity: Review of Present Tense

Sts are assigned roles using the job title slips from Handout 1. (T makes enough copies so each St gets a job.) Sts walk around the room and ask each other,

What do you do?

I'm a housekeeper.

What do you do every day?

I punch in at 9 AM. I fill my cart and then I go to the room. In the room, I strip the beds and put the laundry in the hall. ...

T reviews present tense forms with the class and adverbs of time so they can sequence their day.

First I ----

Then I -----

I usually go to lunch at ...

Sts can listen to each other and offer each other help remembering tasks.

T can then quiz class to drill, third person:

Now, what does Maria do again?

She's a housekeeper, and every day she punches in at 9 AM, etc. ...

Teacher Tips

This lesson focuses on getting work vocabulary correct. In the hotel, housekeepers hear a variety of terms for similar jobs, such as “I am a housekeeper,” “I work in the housekeeping department,” “I do housekeeping” or “I'm a room attendant.” It can get confusing, and often Sts will say, “I am housekeeping,” as the words sound the same. In this lesson, make a point of helping them distinguish between nouns and gerunds. It also lays the groundwork for résumé writing later when they need to know the difference between job titles and tasks.

Unit 1, Lesson 4A: Handout 1

Dishwasher	Waiter
Food preparation workers	Laundry attendant
Housekeeper	Front Desk associate
Cook	Hostess

Housekeeper

Job Duties or Tasks

- Carry linens, towels, toilet items and cleaning supplies, using wheeled carts
- Clean rooms, hallways, lobbies, lounges, restrooms, corridors, elevators, stairways, locker rooms and other work areas so that health standards are met
- Empty wastebaskets, empty and clean ashtrays, and transport other trash and waste to disposal areas
- Replenish supplies such as drinking glasses, linens, writing supplies and bathroom items
- Keep storage areas and carts well stocked, clean and tidy
- Dust and polish furniture and equipment
- Sweep, scrub, wax and/or polish floors, using brooms, mops and/or powered scrubbing and waxing machines

Front Desk Clerk

Job Duties or Tasks

- Greet, register and assign rooms to guests of hotels or motels
- Verify customers' credit, and establish how the customer will pay for the accommodation
- Keep records of room availability and guests' accounts, manually or using computers
- Compute bills, collect payments and make change for guests
- Perform simple bookkeeping activities, such as balancing cash accounts
- Issue room keys and escort instructions to bellhops
- Review accounts and charges with guests during the checkout process

Cook

Job Duties or Tasks

- Perform cooking techniques (broiling, sautéing) necessary for breakfast, lunch and dinner
- Food preparation (washing, mixing and rinsing)
- Using kitchen tools, knives in food preparation
- Maintain an organized work area
- Maintain a clean work area
- Prevent food waste
- Prepare food orders according to order
- Unpack and stock kitchen deliveries
- Assist dishwasher if necessary
- Maintain coolers and line to health standards
- Follow directions provided by chef and sous chef
- Assist with other work-related duties as assigned

Hostess

Job Duties or Tasks

- Accepting payment of customer checks.
- Verifying Float
- Preparing Cash Report
- Seating Guests
- Opening and Closing Restaurant
- Bussing Tables
- Resetting Tables
- Assisting Servers
- Other tasks and job-related duties as assigned

Dishwasher

Job Duties or Tasks

- Wash dishes, glassware, flatware, pots and/or pans using dishwashers or by hand
- Clean garbage cans with water or steam
- Maintain kitchen work areas, equipment and utensils in clean and orderly condition
- Place clean dishes and utensils in clean and orderly condition
- Place clean dishes, utensils and cooking equipment in storage areas
- Prepare and package individual place settings
- Sort and remove trash, placing it in designated pickup areas
- Sweep and scrub floors

Waiter/Waitress

Job Duties or Tasks

- Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages
- Collect payments from customers
- Write patrons' food orders on order slips, memorize orders, or enter orders into computers for transmittal to kitchen staff
- Take orders from patrons for food or beverages
- Check with customers to ensure that they are enjoying their meals, and take action to correct any problems
- Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required
- Prepare checks that itemize and total meal costs and sales taxes

Food Preparation Workers

Job Duties or Tasks

- Clean work areas, equipment, utensils, dishes and silverware
- Store food in designated containers and storage areas to prevent spoilage
- Prepare a variety of foods according to customers' orders to supervisors' instructions, following approved procedures
- Package take-out foods or serve food to customers
- Portion and wrap the food, or place it directly on plates for service to patrons
- Place food trays over food warmers for immediate service, or store them in refrigerated storage cabinets
- Inform supervisors when supplies are getting low or equipment is not working properly

Laundry Attendant

Job Duties or Tasks

- Sort and prepare linen for wash
- Load and set cycles on washers
- Check machines to ensure proper performance
- Unload washers, load and dry linens
- Fold and stack linen in an orderly manner
- Maintain par stock
- Hang and fold hotel uniforms
- Maintain a clean work area

- Report all maintenance issues
- Perform other work-related duties as assigned

Hotel TEACH Lesson Plan
Unit 1, Lesson 4B

Describing What You Do on the Job

Objective

Sts review past regular verbs in order to report an incident in the past tense with correct pronunciation.

EFF Skill Sets	Speak so Others Can Understand: Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture, in order to minimize barriers to listeners' comprehension.
Industry Skill Sets	Communicate with Others

Activity 1

T tells Sts that Barbara works as a housekeeper at the Grand Hotel. Usually, Barbara's workday has the same routine. But yesterday was an unusual day for Barbara.

T passes out Handout 1 and reads out loud all the things that happened to Barbara yesterday. T asks Sts to write down all of the things that made yesterday so terrible for Barbara. Two St volunteers write the verbs on the board.

T reviews the verbs, focusing on the importance of the endings of the regular verbs. The endings are what tell you if the action was in the past or in the present.

Activity 2

T asks Sts to identify which of the verbs on the board are regular verbs and which are irregular and elicits additional irregular verbs.

<u>Irregular Verbs</u>		<u>Regular Verbs</u>	
<i>get up</i>	<i>got up</i>	<i>dress</i>	<i>dressed</i>
<i>take</i>	<i>took</i>	<i>listen</i>	<i>listened</i>
<i>ride</i>	<i>rode</i>	<i>punch in</i>	<i>punched in</i>
<i>go</i>	<i>went</i>	<i>start</i>	<i>started</i>

T elicits relevant rules by asking comprehension questions:

- What is the difference between past irregular and regular verbs?*
- Do past regular or irregular verbs change depending on the subject? (No)*
- How do regular verbs change to past? (-ed)*
- How many different pronunciations are there of /-ed/ in the past regular verbs?*

(3)

Activity 3

T writes a grid on the board and asks Sts to listen to the story again, this time to the regular verbs, to see if they are all pronounced the same way. T writes the first few verbs on the grid and reviews the pronunciation rule for regular verbs.

<i>Pronunciation:</i>	<i>"id"</i>	<i>"t"</i>	<i>"d"</i>
<i>Ending sounds:</i>			
	<i>start</i>	<i>dress</i>	<i>Listen</i>
	<i>end</i>	<i>finish</i>	<i>Vacuum</i>
	<i>add</i>	<i>talk</i>	<i>Clean</i>
	<i>vote</i>	<i>work</i>	<i>Play</i>
	<i>elect</i>	<i>watch</i>	<i>Study</i>
		<i>fax</i>	<i>Call</i>
		<i>stop</i>	<i>Drum</i>

T circles the final letters (sounds) in each verb and asks:

What are the base verb endings you see in each column?

(Column 1 – t or d; Column 2 – s, sh, ch, t, x, p, etc.; Column 3 – n, m, y, l, m, etc.)

What do these sounds have in common? "Voiced" (#3) or "unvoiced" (#2)

Which group of sounds makes a vibration in your throat? (#3, "voiced")

T then reads the rest of the story and stops after each verb to ask Sts into which column it would go.

T then drills Sts with pronunciation, chorally first and then randomly with different verbs, asking individual Sts to say aloud.

Activity 4

T passes out cards with pictures of various regular verb actions to groups of Sts. T then asks St volunteers to organize the verb cards into the correct column on the board by holding up cards and asking the class:

Where does this verb go?

Class answers: Column #1, #2, #3

T gives pairs of Sts a few cards to quiz each other by holding up the card while the other makes a sentence using the verb.

She vacuumed the room; she chopped the tomatoes.

She talked on the phone; she played the guitar.

Sts must monitor each other and stop the other person if he/she uses an incorrect "ed" sound ending.

Activity 5

T asks Sts to individually write down all of the things they did yesterday at work, writing down next to the verb the correct past tense form. When they are done, they are to find someone else in the room and pair up to

describe what they did “yesterday,” paying particular attention to say the verb ending and to pronounce it correctly.

Teacher Tips

I found verb cards on the Internet, printed them out and pasted them to card stock. If you have enough verbs to divide into two groups, then Sts can quiz each other and exchange cards. I use a variety of verbs and separate them into piles of regular verbs for this lesson.

Flashcards

<http://www.esl-images.com/>

<http://www.mes-english.com/>

<http://tell.fl.purdue.edu/JapanProj//FLClipart/>

Frank Schaffer’s Easy Action Picture Words,

ISBN#017257032142

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23740 Hawthorne Blvd., Torrance, CA 90505

Barbara's Bad Day

Usually, Barbara wakes up at 6:00 in the morning to get ready for work, but yesterday started out badly. Her alarm did not ring. So, when she woke up, it was already 7:00. She quickly got out of bed, took a shower and ran to catch the bus to go to work.

Her trip took longer than usual because a car in front of the bus caused an accident on the highway and closed one lane. When the bus stopped in front of her hotel, she jumped out as fast as she could and went to the housekeeping section. She quickly changed into her uniform and looked for her cart. She stocked the cart up with her supplies and hurried off, but as she turned the corner on the first floor, she collided into a guest. The guest fell down, and all of Barbara's supplies spilled on to the floor. Barbara quickly helped the guest to her feet and apologized. The guest was upset and walked away. Barbara picked up all her supplies and started work.

The first floor was freshly painted and the smell gave her a headache. She wanted an aspirin and asked her friend Roseanne for some. She continued her work. While she was at lunch, her supervisor approached her. The guest had complained about the accident in the morning. Her supervisor wanted to know what had happened. Barbara explained the story, and her supervisor asked her to be more attentive in the future. She added that she had received many complaints from guests about the rudeness of the housekeepers. Barbara tried to explain that it was an accident, but her supervisor didn't listen to her. Apparently, her supervisor was having a bad day too.

The afternoon was no better. Barbara tripped on a wire and nearly spilled all of the shampoos on the rug on the 10th floor. Everything seemed to go wrong. By the time she punched out at the end of day, all she wanted was to forget the day that had started so badly.

Hotel TEACH Lesson Plan
Unit 1, Lesson 5

The Worker Role Map

Objective

Introduce Sts to the four skills needed to achieve success in the American workplace.

EFF Skill Sets	Cooperate with Others: Try to adjust one’s actions to take into account the needs of others and/or the task to be accomplished
Industry Skill Sets	Take Ownership

Activity 1

T tells Sts to imagine they could help hire the next employee in their department, and asks:

- What type of person would you hire?
- What type of person would you not hire?

T asks class to brainstorm a list of adjectives under the following headings to write on the board:

Good Co-worker	Bad Co-worker
organized	talks too much
helpful	late
willing to learn	self-centered
good listener	slow

Activity 2

T then tells Sts they will watch a short video (Crossroads Café, Episode 1 –“Opening Day.”). They need to listen for what jobs Mr. Bradshov is hiring at his new restaurant. T passes out Handout 1 and asks Sts to watch and try to remember all the people Mr. Bradshov interviews that day. T writes the names or descriptions of the people. (T may need to replay the video to get all the candidates.) T asks Sts to listen for the names of the people Mr. Bradshov hired for his restaurant:

- Katherine Blake, waitress
- Rosa Rivera, cook
- Jamal, engineer “an engineer from the finest technical school in Egypt”

T asks Sts:

- Why didn’t he hire the other candidates?
- They looked like they couldn’t do the work, they didn’t look clean and they have to work with food. Miranda said she was an actress but nothing about being a waitress, the man with the tattoos was more interested in his tattoos than the job, etc.*

Activity 3

T passes out the worker role map, Handout 2. T reads over the four areas of responsibility for success in the workplace. T clarifies some language, like “big picture.”

In small groups, Sts look at the four areas and think about the three employees: Katherine, Rosa and Jamal. T asks groups to come up with examples for each area:

- 1) **Do the work** – Rosa shows she can cook the food, Jamal fixes the stove, Katherine has waitress experience on her résumé.
- 2) **Work with others** – Jamal offers to take care of the stove, Katherine helps put out the fire.
- 3) **Work within the big picture** – Katherine starts working the minute she is hired because the restaurant opens in two days; Rosa tries out for the cook position when Mr. Bradshov asks her.
- 4) **Plan and direct personal growth** – Rosa took cooking classes; Katherine was a homemaker but thought about how her work at home could translate to work at the restaurant.

T then asks Sts, Why didn’t Mr. Bradshov hire the other people?

Activity 4

On Handout 3, Sts write examples from their own work experience on how they do the work, work with others, work within the big picture, and plan and direct personal growth. In small groups, Sts share their examples. T mingles with groups. T collects examples and makes a copy for the St files.

Materials

Crossroads Café, Episode 1 “Opening Day.”

Teacher Tips

This lesson gives an overview to work roles the course addresses. You can refer to this handout when doing different lessons in the course. The lesson on “Completed and Uncompleted” tasks is about working with others. I keep a copy of St work role examples as later, when the students start working on their résumés and interview questions in Unit 8, they have material to start from.

Unit 1, Lesson 5: Handout 1

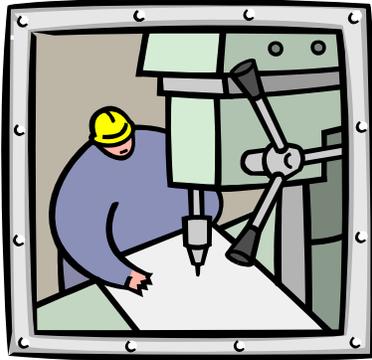
Crossroads Café, Episode 1 – “Opening Day”

Job Candidates	Description of Person	Do they get hired? Yes or No
#1 Miranda		
#2 First Man		
#3 Second Woman		
#4 Second Man		
#5 Third Man		
#6 Third Woman		
#6 Katherine Blake		
#7 Rosa Rivera		

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

Broad Areas of Responsibility



Do the Work



Work with Others



Work within the Big Picture



Plan and Direct Personal and Professional Growth

Unit 1, Lesson 5: Handout 3

Directions: For each role, give an example from your work life. Example: *Do the Work* – I am a pastry chef and I can make delicious cakes, cookies, brownies, pies and biscotti. *Plan and Direct Personal and Professional Growth* – I have signed up for a computer class at the library to improve my computer skills.

Worker Role Map	Examples from my life
Do the Work	
Work with Others	
Work within the Big Picture	
Plan and Direct Personal and Professional Growth	